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ABSTRACT

Prepared as a part of the Career Education Project of the Council of Chief State School Officers (CCSSO), the paper examines and discusses broad goals and purposes of career education and reviews current related literature. Attention is given to the "who" and "what" of curriculum and instruction in terms of the coalition of school, home and family, and the business, labor, and industrial community. Two additional component processes considered are career guidance and vocational skill development. A matrix illustrating five components of career education is presented. Levels of career development are organized as follows: (1) the awareness stage (elementary grades), (2) the investigation and decision making stage (junior high school grades), and (3) the preparation stage (secondary grades). (MW)

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# CAREER EDUCATION:
## An Educational Priority for the Seventies

## Part II: "Purposes and Goals of Career Education"

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## Preface

The Roman philosopher, Seneca, is supposed to have observed that "unless you know what port you are sailing to, the direction of the wind makes little difference." This observation, it would seem, has considerable relevance for educators who are conscientiously attempting to transform the concept of Career Education into a viable educational process. Unless the goals of Career Education are clear--understood and accepted by those concerned--the process that is initiated is likely to be of little consequence in the final analysis.

In the preceding paper of this series (Part I) mention was made of the fact that, from the many innovations in education that have been introduced, few have really been actually incorporated into the educational system. The lack of clarity of purposes or goals may well have been a contributing factor. Perhaps, as has been suggested in a recent publication of the United States Chamber of Commerce, innovative educators, in their haste to arrive at the solution to a problem, have indeed been prone to "jump right over the problem and into the solution." In other words, they may have neglected to ascertain what it was they wanted to accomplish.

As efforts to expand the use of the concept of Career Education continue, care must be exercised by educational leaders to insure that the goals--the overriding purposes--do not become faded, dim, or unrecognizable.

Goals and purposes, are, of necessity and by definition, broad in scope. They attempt to provide answers--answers to questions such as:

- What do we want our children to become?
- What do we want children to value?

- How do we want children to behave?
- What do we want children to know about themselves and the world about them?
- What do we want children to be able to feel, touch, smell, see and hear?
- What abilities do we want children to develop?
- What tasks should children be able to perform?
- What should children know about deriving pleasure? About freedom? About responsibility?
- What should children know about making choices and selecting alternatives? And how can they learn to deal constructively with the constant fact of change?

It should be emphasized that while goals may differ somewhat, or may be phrased in differing ways, they are likely to be more similar than different--assuming they are well thought out and are commonly accepted.

Some of the purposes and goals of Career Education are examined and discussed in the following pages. Educators who have responsibility for the development and implementation of Career Education may well choose to add others, or to modify those that are discussed. Regardless of what goals are defined, however, they should reflect the basic purposes of the endeavor. And at the same time, it is imperative that they also reflect the idea that Career Education, as it is perceived, is a means to an end; not an end in and of itself.

David L. Jesser
Director, Career Education Project

# PURPOSES AND GOALS OF CAREER EDUCATION

When a society's conscience becomes aroused as a result of the failure of one of its time-honored institutions to meet or alleviate the concerns of that society for human wants and needs, it becomes imperative for the institution to re-examine its role and to re-clarify its function. Such re-examination and re-clarification should, of course, be accomplished in a positive manner, and should result in the development of procedures that enable the institution to marshal the resources--both material and human--that are needed if the institution is to respond more effectively to the concerns and needs of society.

The general statement given above applies to all of the institutions which function within and are supportive of a society. In the context of this discussion, however, it is intended to apply more directly to the societal institution commonly referred to as the educational system.

There are those who, in the modern day era, would assert that the schools--and the educational system in general--have failed to meet the concerns and needs of the society they have been designed to serve. Parenthetically, it should be observed that because of their public nature and exposure, schools are especially vulnerable to criticisms that are, in effect, manifestations of a societal conscience. However, regardless of vulnerability and susceptibleness, when criticisms are voiced, the schools must listen. And when such criticisms appear to be justified, it is imperative that the schools "re-examine their role and re-clarify their function."

But to make an assertion such as has just been given, without adding several necessary qualifications, presents both the

society and the institution with an overly simplistic answer to a highly complex problem. And unless the qualifications are considered, the answer is likely to be shallow and unsatisfying. Answers or probable solutions to problems in education have been fairly numerous in nature, as has been noted in the preceding section. However, as also noted, many of the "answers" have not resulted in substantive changes. They have, for the most part, been "overly simplistic answers to highly complex problems." They have not, in many instances, recognized either the difficulties of assessing broad profitability or the manner in which the school's output related to the values held by the society. But there have been, in recent years, fortunately, some reasoned and reasonable approaches to ways in which schools might better face (and answer) the criticisms being directed at them.

Some educators, who have moved beyond the easy criticism of certain target anachronisms of their formal institutions, have suggested that the schools look again at important learnings and important uses of those learnings. Lamm, for example, has viewed learning as laws and models of behavior which, if valid, must be useful to the individual in social, acculturational, and personal-economic contexts. Illich's basic faith in "good" schooling is felt rather than spoken in his belief that (educational) technology could be a servant of independence and learning rather than the controller of bureaucracy (and teaching) which it too often is.

McNally and Passon predicted that the resolution of five issues would establish the "present" and future course of educa-

tion. Yet, as we look at these questions today, it appears that:

- Schools have been more vocal about social adjustment--but continue to limit their self-assessment to reports of the intellectual status or "gain" or their students;
- Schools support the premise of interdisciplinary teaching and learning-- but examples are hard to find in other than the elementary and middle school settings;
- Schools have made the socially acceptable choice between "curriculum designed to adapt to a rapidly changing world and basic relatively unchanging subject matter" but are in conflict as to what those changes are to be; and
- Schools have demonstrated both ability and conviction in the variety and number of procedures, resources and tools they employ in response to local needs and conditions;

YET

- Schools are still unresolved as to who is--and who shall make--the curriculum.

Schools always have expressed development of social skills, self-understanding, development of vocational competencies, self-actualization, and intellectual attainment as learning goals. But why is it that only in this last area has any systematic attempt been made to assess educational profitability? Perhaps it is because both schools and society have gradually assigned (and thereby confused the broader goals of) education to only the former agency, the schools, when these larger goals were once seen as shared by all of those institutions serving, if not also rewarding, human interests and needs. It should surprise no one that the schools' concern about efficiency--in terms of the number and quality of educational services it could provide--has superseded the assessment of human profitability in self, social, and voca-

tional domains.

The critical dialogue between those who educate and prepare, and those who will "well use and honor" the schooled individual--is only now beginning in earnest. Schools are facing the pre-eminent possibility that increments of positive gains in both teaching and learning will no longer suffice to satsify a larger society which is demanding placement, higher gross national product, reduction of worker alienation, and a virtually utopian dream of low to no unemployment.

But ingress to the design and evaluation of educational services by extra school agencies, institutions, and individuals is certain to cause conflict. Is integration possible? In Follet's words, such a process will require a high order of intelligence, inventiveness, open-mindedness, perception, patience, and time. It is, therefore, imperative to not only limit the school's contribution to Career Education's goals as that which education and educators can realistically do--within the system--but to also actively seek and welcome the reinvolvement of other social institutions and the workplace itself in those educational functions which they are better equipped to provide. Such a coalition would not only release the creativity of its new members, but would elicit from them continual access to the only true settings in which to validate every goal of education.

It is reasonable to state then, that when all of Career Education's goals are met, education's goals should be met in part--for if schools succeed in establishing themselves as particular, rather than exclusive, agents in the lifelong educational process

the reciprocal influence by many could perhaps achieve what too few have tried to do.

Purposes of Career Education

Whether Career Education was born of a need

> to restructure American education because of public disaffection with it (revolution for the sake of revolution)
>
> or
>
> to improve the quality of transition from education to employment (placement equating with societal and client forgiveness)
>
> or
>
> to restore work as a viable and vital personal value (work as a means for self and social reward which contributes to both personal and economic independence)

or none or all of these, the answers to these questions should be of less concern to us than the determinations we make about the role educators must play in its effectiveness, its management, and its outcomes. While some of the previously cited definitions have described process, others have defined populations served (and those who serve them) and still others have stated outcomes in terms of desired human and/or programmatic goals. If none have succeeded in agreeing to "who does what to (or for) whom with what observable results...", all agree that:

> Career Education is an effort, as opposed to an attitude, is a systematic effort in terms of an uninterrupted sequence of services, is a systematic effort for all, and finally, that this systematic effort for all shall ultimately be accountable through indices of meaningfulness, growth, mobility, and fulfillment with and in the WORK one does throughout one's life.

Two recent statements seem specifically appropriate to a discussion and consideration of the purposes and goals of Career Education. Goldhammer recently has suggested that if the purposes of education are to have real meaning, they must be stated in terms of the individual learner and what he does as a result of his participation in the educational process.

From the point of view that has been expressed, Goldhammer suggests that "the primary purpose of education is to assist the student to become a fully capacited, self-motivated, self-fulfilled, contributing member of society." As should be noted, this statement of purpose encompasses four essential concepts. Each concept should become one of the basic criteria for determining (1) what should happen to the learner, and (2) how the learner might demonstrate results of the "happening."

If an individual learner is to be fully capacitated, according to Goldhammer, the school must make concerted effort to assist that individual--every individual--to acquire the skills and competencies needed to perform satisfactorily all of the roles the individual will likely assume during a lifetime. This means that every individual must be equipped to adequately function in a variety of roles, and especially those that enable a person to:

- Make a contribution to the economic life of society, either as a producer of goods or a renderer of services;
- Perform as a member of a family group;
- Participate in the life of the community;
- Participate in the avocational life of society; and

> •Achieve competency in those activities of the community that regulate the behaviors of its members and give meaning to the activities in which the citizens of the community engage.

When an individual, as a result of participation in the educational process, is equipped to adequately assume the roles or careers indicated above, the individual could be described as being fully capacitated.

In addition to helping the individual to be able to perform various roles in a satisfactory manner, however, the school (or educational system) must also assist the individual to develop and maintain the inner strength and drive needed to perform the various career roles in as effective a manner as possible. When an individual has the ability to maintain that strength and drive, the capability for self-motivation is likely to have been developed.

The third attribute that an individual should acquire as a result of participation in the educational process is self-fulfillment. When one has gained the ability to secure satisfactions and personal meaning from one's work and leisure activity, a degree of self-fulfillment will exist.

Finally, contributing means that what an individual consciously does in life is a constructive force for the maintenance and improvement of the social body of which the individual is a part.

A second statement, equally valid, relating to the purposes of education has been formulated by Adelson, who suggested that an individual's education should equip one to want well inquire effectively; evaluate carefully; understand extensively;

and enjoy deeply. Where Goldhammer utilized four basic concepts on which to build his statement, Adelson chose to use five. Yet within a broad construct, both are valid statements of purpose for the present day educational system. Both have gone far beyond the concept that education consists of the collection, assimilation and dissemination of a variety of seemingly unrelated and unconnected bits and pieces of information. To the contrary, both statements represent a point of view which pleads for an educational system that is at one and the same time more relevant--and responsive--to the needs of the individual.

According to Adelson, (as with Goldhammer) a person must be able (or equipped) to do something as a result of participating in the educational process. He defined that "something" in the following manner:

> A person must learn to extract from the world all that is most relevant to his life, to avail himself of the opportunities life offers, to avoid its dangers, and to deal with its situations as they arise. He must be able to organize what he learns, to enjoy the knowledge whenever possible, to use it in formulating and solving problems, and to employ it in discerning and seizing opportunities. He must be able to implement appropriate action whatever his situation. To some extent, all these functions must be performed in anticipation of those outcomes which can be influenced by his own behavior.

The purposes that both Goldhammer and Adelson have ascribed to the educational process and system may not appear to differ, in any marked way, from other statements of goals and purposes that have been developed during the first two-thirds of the 20th century. In and of themselves, they are eminently acceptable.

However, it must be noted that so also have been the formulations of the 1918 Commission of Reorganization of Secondary Education, the 1938 Educational Policies Commission, and the 1944 Conference on the Imperative Needs of Youth, to mention but a few. Few substantive changes in education have resulted from these goal statements. Perhaps the purposes have not been understood.

Goals of Career Education

Whether education or Career Education is the topic, the purposes that are ascribed or assigned require that something must happen before the purposes can be achieved. Certain things, happenings, or activities are implied by the purposes. Educational leaders, regardless of their level of operation, must recognize that every statement of purpose--if it is thoughtfully formulated--will have implications that lead to specific actions or to courses of action, and they must be prepared to accept such implications.

Bebell, in an insightful and perceptive examination of the goals and purposes of education, has suggested that the changing purposes of education will require growth in (1) curriculum; (2) instruction; (3) instructional improvement practices; (4) supporting services; (5) evaluation; (6) teacher education; and (7) continuing education. The implications suggested by Bebell have rather obvious significance in any discussion of the purposes and goals of Career Education because they also begin to respond to the who does what portion of any goal statement--a portion which is too often omitted at the cost of the recipient (who) and his acquired behavior (the observable result). They will be examined here in conjunction with

their potential and dynamic affiliation with the purposes and goals of Career Education.

Curriculum

Who: The curriculum seen broadly as not only the classroom teacher and the materials and procedures he or she employs, but as an identified fabric of human beings drawn from both the institution of home and family and the business, labor and industry community--will indicate an enrichment of educational "text" which can begin to more effectively relate the acquisition of knowledge to its rewarded appearance in the larger society.

What: The basic disciplines, whose command is necessary to function adequately, if not distinctively, in a world where higher "value" is being placed upon the habit of or the capacity for acquiring new and yet to be defined competencies will need to convey---

- the utility of basic arithmetic skills in situations where one must conserve, spend, barter or build as well as solve an immediate computational task stated as a classroom exercise;
- the utility of basic communications skills in situations where one must persuade, defend, inspire, encourage or translate as well as communicate a given idea;
- the utility of basic scientific principles in situations where one must work with or modify existing environmental elements as well as replicate a known scientific formula;
- the utility of basic social science principles in situations where one must deal with current social attitudes, habits and needs as well as articulate a synthesis of the world's cultures; and
- the utility of basic physiological principles in situations where one

must match psychomotor skills with the ongoing maintenance, improvement, and task appropriateness of those skills as well as achieve mastery over a given physical challenge.

Instruction

Who: Implicit in the broader definition of curriculum is the instructional involvement of those who are now seen as integral to its design.

Student participation would not be limited, for example, to a voiced approval of a "good" curriculum, but would extend even the inquiry and discovery methods to include peer instruction and guidance, as well as access to the design and selection of materials and experiences.

- The Teacher will and must remain the single most important coordinator of instructional services, resources, and materials. The changing characterstics of these procedures and "tools" as defined by Career Education's emphasis upon humanizing the curriculum by bringing "more kinds of people into the educational process"- will require that teachers, in Bebell's words, reexamine their own teaching styles. Individualization of instruction would not only involve greater use of teaching aids and supporting services (and a companion reduction in the lecture technique), but would presuppose the teacher's own acquisition of skills in interdisciplinary and interagency team processes, applied knowledges in the realms of human development and guidance, and competencies in those kinds of instructional evaluations which stress human processes and conditions as well as terminal demonstrations of skill or content-assimilation.

- The Home and Family as that institution with the most pervasive and most durable influence upon the aspirations, values and attitudes of its members can be instrumental in the personal, physical and verbalized delivery to all students of a cultural and societal microcosm relfecting what is- so that those students might know and respect such precedents even as they formulate variations upon them.

- The Business, Labor, and Industry Community's involvement with the instructional process will no longer be seem as that random on the job training which places the employer and the employee in essentially reactive (and defensive) positions. Readiness of the work place for that individual who will have acquired purposefulness and self-esteem as well as generalized skills of "employability" can occur only if the employing community is involved early enough and constantly enough in the educational process to recognize and provide for needed changes in the nature of work itself.

We have now looked at curriculum and instruction in terms of that particular coalition of School, Home and Family, and the Business, Labor, and Industry Community, which, given time and educational portfolio, could accomplish the goals of Career Education in full, and those of education in part. These change agents are the real as opposed to the elusive WHO in the assignment of shared responsibilities in the provision of Career Education's programs, services, processes and resources.

Yet no discussion of Career Education's goals should fail to take into account two component processes which fall within the purview (if not the sole dominion of) two uniquely qualified domains

in education. While Guidance has traditionally been assigned a "supporting service" role in education, its centrality to the process of Career Education requires a reassessment of its unexploited potential. In any statement of the WHAT of an instructional program or procedure (whether it be Career Education or Environmental Education), it is essential that a mechanism or system recognizing the variability or human response, error or growth be inserted to reinforce and protect the learner as he reacts to, adapts, synthesizes, and internalizes portions of any externally imposed experience. This system is correctly identified with the guidance or counselor function, and in the case of Career Education is further refined as that which is concerned with the maximum career development of the individual. As a "process," this term is best defined as

> what occurs within the individual over a life time as he or she reflects upon, reacts to, rejects, or acts upon cumulative experiences he, she, or others have designed which are presently or ultimately related to self and work values, aspirations, behaviors and skills.

Because "optimum" career development is viewed as a goal of Career Education, the career guidance component which facilitates it is seen as a major responsibility of the entire constellation of pupil services. Not only will these uniquely trained individuals generate activities which permit students acquire skills in decision-making, work value clarification, and self assessment, they will extend these and other skills to teachers, parents and the community at large.

A second domain of crucial importance to both the WHO (does)

and the WHAT (is) of Career Education is the vocational skill development process. It is important to make the distinction here between this process and that of Vocational Education, one of its integral parts. The process itself includes each increment of affective and psychomotor skill which can be directly associated with the precursors of vocational competency and maturity. In this respect, the hand never becomes disassociated from the mind and body, and the individual's translation of ideas to concrete and visible products is as correctly utilized by the future chemist when he or she first transfers the contents of one test tube to another as when the future chef is allowed the run of a kitchen. All learning, and all who provide it will, therefore, be involved in this process, while at a certain level of readiness for particular occupationally related skills, teachers--who are equipped to provide experience in and knowledges, competencies and attitudes inherent to those occupational fields--will find their students basing career and occupational choices upon an acquired "history" of self-knowledge, exploratory experiences and goal-setting behaviors.

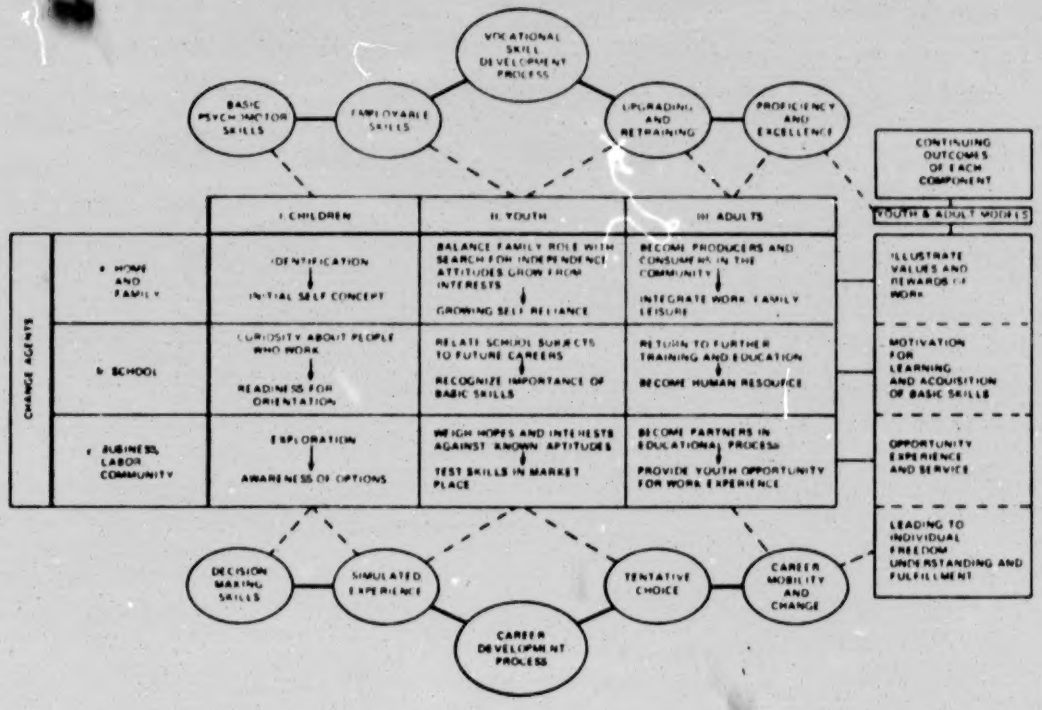
Components of Career Education

Many excellent pictorial and/or graphic models of Career Education's Goals have been developed over recent months. To choose among these is difficult because of the detail and scope of some and the overly general nature of others. However, there seems to be agreement between the progenitors of outcome statements that good Career Education will result in that individual who is not only motivated and prepared to work but has the power and the knowl-

edge to create, if he cannot find, those work settings perceived as personally rewarding to his changing and developing talents, interests and abilities.

The following matrix by Pinson attempts to illustrate the five components of Career Education as elements contributing to particular and collective contributions to Career Education's goal for the individual. While it does not attempt to describe program elements or characteristics, (which will be discussed in a later paper in this series) and does not develop an extensive list of exiting behavior at given points of departure from one educational or maturational level to another, it may be useful to the reader in placing the fabric of Career Education in perspective.

The Five Components of Career Education



In bringing this discussion to a close, the reader is reminded of the often voiced concern of school level personnel who must ultimately be responsible for the coordination of those resources, services and personnel identified as integral to the delivery of Career Education.

When broad goals are stated and exiting behaviors are described, they should not be seen as exclusive to certain age levels or transition points in education. Entering high school students, for example, are as entitled to modifications of those experiences which, all things being equal, would have been presented to them as elementary aged children as retired adults would be in gaining access to the exploration of a number of careers which were not in existence during their youth.

With these cautions in mind, a sampling of interim goal statements--which imply a gradual increase in the individual's power to predict, forecast, assess, and plan his present and his future in terms of the work he or she does or will do--will conclude this paper.

The Awareness Stage

By the end of elementary school years, or at the close of the initial stage of Career Education, students should be able to:

- Demonstrate appreciation of the reasons people select a career; toward work itself as a means of achieving many satisfactions; and toward work in relation to themselves--as they see it now, and as they "predict" its importance in their futures;

- Demonstrate an understanding of the life styles, values, major duties and responsibilities involved in a broad range of career areas;

- Express their interests in terms of their relatedness to adult hierarchies of work and leisure behaviors;
- Demonstrate their ability to relate the acquisition of basic skills of communication and computation to the successful engagement of a multitude of future roles;
- Begin to think well of themselves in terms of their unique potential as future members of service-oriented society; and
- Begin to develop a set of work values that hold personal meaning for them.

The Investigation and Decision Making Stage

At the end of their middle or junior high school experience, or at the close of an exploratory and sampling stage, students should be able to:

- Demonstrate a knowledge of their interests and talents along with demonstrable basic decision-making skills;
- Demonstrate an indepth knowledge of several major career fields;
- Demonstrate an awareness of many additional career fields they would like to investigate;
- Explore and express their own values, interests, and educational achievements;
- Have a firsthand acquaintance with the economic system--as consumers and as observers of those who work to produce goods and perform services;
- Select a tentative high school educational plan best suited to their individual needs and desires; and
- Integrate knowledge of self and of the world of work in order to identify a career or careers for which they have made tentative decisions.

Goals of the Preparation Stage

In addition to the continuing outcomes of previous levels, stu-

dents who have spent time exploring self-in-work should be able to:

- Seek and utilize the specific training opportunity they describe as appropriate to their goals;
- Become gainfully employed at an entry level appropriate to their career objectives upon leaving high school;
- Enter a community college, technical institute, preparatory school, apprenticeship program, senior college, or some other high school occupational, or further educational training setting; and
- Recognize the changing nature of career commitment throughout an individual's lifetime--by knowing how to re-evaluate initial career choices, to state alternative choices, and to seek the experience and training necessary for their implementation.

* * * * *

## Explanatory Notes

This paper, "The Purposes and Goals of Career Education", is the second in a series prepared as a part of the Career Education Project of the Council of Chief State School Officers. It is hoped that this paper, together with others in the series, will be of value to all educators who are interested in and concerned about Career Education. It is anticipated, however, that this paper will be of special value to those educators in state education agencies who are grappling with the myriad problems relating to implementation and expansion (in the schools) of Career Education.

David L. Jesser, Director of the CCSSO Career Education Project, is the principal author of the series. Much assistance, however, has been provided by: Nancy Pinson and Niel Carey of the Maryland State Department of Education; Linda Keilholtz, of the Ohio State Department of Education; and by Byron Vanier, of the Nebraska State Department of Education. It should be noted that this--the second paper in the series--reflects much thought and effort on the part of Nancy Pinson. This, as well as the efforts of the others, is gratefully acknowledged.

It should be noted that a choice was made not to use footnote references in this series. Instead, the references or sources to which footnote references would generally be made are included in the Selected References section which follows.

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